# Components Menu for Lesson Plans

**Lesson #: 12**

**Final Reflection of Unit**

## Topic: Reflection on Essential Question (No matter where we live, how are we all connected?) Grade: 2 Lesson Length: 60 minutes

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## Discipline(s): Language Arts, Social Studies Instructor: Angela L. Hollis

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| Content Knowledge/Standards | **Social Studies Education**  **Grade 2**  7.) Describe ways people throughout the world are affected by their geographic environments.  **English Language Arts**  **Grade 2**  10.) Use concrete nouns and action verbs in written communication.  11.) Write words and sentences legibly with proper spacing in manuscript.  15.) Select appropriate voice tone, gestures, and facial expression to enhance meaning. |
| **Assessment** | TSW Use three distinct strategies for critical thinking to create a reflection on the assigned question. The reflection will consist of three parts: a verbal interaction with a peer, a written commentary and a visual representation of the student’s understanding of the topic. |
| **Introduction** | TTW pose the statement/question: No matter where we live, we are all connected. How are you connected to children in other parts of the world?  *“Today, you will work with a partner and on your own, using three different thinking skills, to describe how you are like a child in some other part of the world. You must choose a specific place from which the child you are comparing yourself to may live. You will interview a partner, using Bloom’s questions, to help each other reflect. Then, you will create a piece of writing and a visual (art) piece that shows what you know and feel about how you are alike and different, compared with the child in the other part of the world. Here is what you need to do:*   1. *Use BLOOM’S TAXONOMY to interview a friend and help them reflect and plan.* 2. *Use your COMMUNICATION TALENT to make a network of ideas using many, varied complete thoughts in written language.* 3. *Put on your GREEN HAT. Create a visual art piece that describes your thoughts and shows your understanding of life as this other child knows it.”*   (TTW display these directions in writing on the board) |
| **Teaching Methods** | * Whole group discussion * Direct instruction using modeling * Use of visual cues (posters, flipcharts) * Facilitation * Debriefing/reflection through class discussion |
| Learning Activities | * Teacher will model (with a student partner) the process of conducting a Bloom’s Question Interview with a partner. Sample questions will be written on note cards as a guide for each student to help guide a discussion on the topic. An example of a note card (prepared by the interviewer) will be shared with the class. Emphasis will be placed on thinking and reflecting during the questioning process and taking quick notes to remember what was said. * Students will use materials available in the art, writing and technology centers to complete the visual piece of the assignment. * All directions and reminders will be displayed in the classroom and the teacher will circulate to help facilitate learning and assessment. |
| **Resources** | * Blooms’ Taxonomy poster (provided by district on classroom wall) * Note cards with Bloom’s style questions for each pair of students. * Art/writing materials * Editing tools (dictionaries, atlases, thesaurus, etc.) * DeBono’s Six Thinking Hats Classroom display |
| **Products** | * Interview notes written on note cards by partners. * A written piece (paragraph or more), reflecting the student’s understanding of how he/she differs or compares to a child in another part of the world. * A visual piece (without words) that shows the student’s understanding and feelings. |
| **Grouping** | * Whole group discussion/introduction * Partner interviews/note taking * Individual writing and reflecting time * Whole group debriefing/support |
| **Extensions** | * Students may keep the reflections in their personal writing binder, in order to add thoughts or reflect later. * Students may choose to share their pieces with the class and/or family. * Students may choose to write from the perspective of the other child and compare themselves to *themselves*. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Bloom’s style questions will be provided for partner work. * Writing “frame” will be provided for students who wish to write within a specific parameter. Others may create their own piece of writing from individual thoughts/reflections. * Open-ended visual piece can be self directed and completed to the student’s level of reflection/expertise. |

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| Knowledge  Tell what country your pretend friend from another part of the world is from. | Comprehension  Give three examples of how your life is the same as your friend.  Give three examples of how your life is different from your friend. | Application  *Your application will be the art piece you will create later. Think of how you will show what you know, without using words.* |
| Evaluation  How would you feel if you had to trade places with this friend? | Analysis  What would be hard about living where your friend lives?  What would be fun about living where your friend lives? | Synthesis  What is one problem in your friend’s country? How might it be solved? |